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ABSTRACT

Beginning in September of 1968, a series of orientation meetings were conducted to establish a field test network and to introduce the Social Learning Curriculum to interested teachers. Phase 1 of the Curriculum was distributed and the system for evaluation was explained. During this period the project could determine the amount of time teachers had available to devote to the curriculum evaluation process and the most suitable format for collecting the evaluative data within that time. The Teachers' Evaluation Sheet was used as an early and temporary evaluation format primarily concerned with gathering qualitative information on: content, background information, readiness assessment, pre-evaluation of social knowledge, and general teaching principles and strategies. Evaluation Booklets (171) were returned; the teachers' comments on each section and each activity in the curriculum were tabulated to provide a summary of how teachers viewed Phase 1. Following the summary, some general trends in the evaluation are discussed. There are no breakdowns of the data according to demographic variables in this report, however, the demographic information is reported in SO 000 140 and SO 000 141. SO 000 138, SO 000 139, SO 000 157, and SO 000 158 cover other facets of the curriculum evaluation. SO 000 004 and SO 000 099 are other related documents. (SBE)

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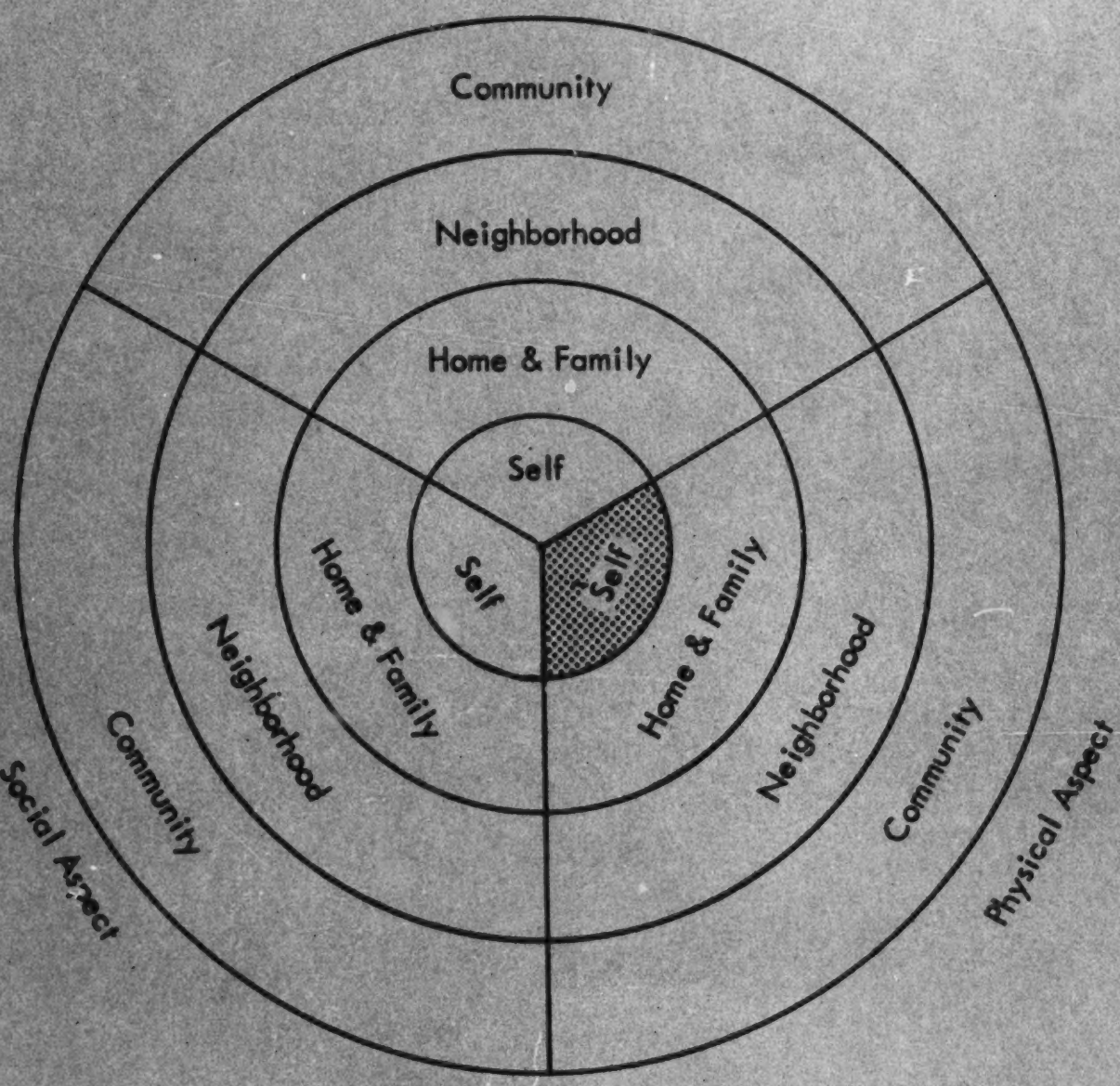
HERBERT GOLDSTEIN

EVALUATION SUMMARY FOR PHASE A: ( )

PERCEIVING INDIVIDUALITY



Social Learning Curriculum for the Educable Mentally Retarded
F.G.S. Yeshiva University, New York, N.Y.
Herbert Goldstein, Director

March 30, 1969

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SO 000 156

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I. INTRODUCTION

Beginning from September of 1968, a series of orientation meetings were conducted to establish a field test network and to introduce the Social Learning Curriculum to interested teachers. At these meetings, Phase A of the Curriculum was distributed and the system for evaluation was explained. Teachers were told that they could fit Phase A into their teaching schedule at whatever point they deemed feasible but that there would be a closing date for the evaluation procedure. Teachers who were interested in participating in the field test network were urged to complete the evaluation and forward it to the Center. If, for any reason, they could not complete the evaluation but were still interested in participating in the field test network, they were instructed to write to the Center.

The evaluation period for Phase A was originally scheduled to end on February 10, 1969. On December 18, 1968, a reminder was sent to those teachers who had not returned the Evaluation Booklet. Many teachers responded that, for a variety of reasons, they would be unable to complete the evaluation by February 10th. First, the flu epidemic disrupted many classes through the absence of teachers and students. Second, the teachers' strike in New York City disrupted many additional classes. Third, the Christmas and New Year holidays disrupted the communication between teachers and the Center. Finally, the teacher field test network was first becoming organized; and some delays in mailing and communication from the Center to the administrators supervising the field testing outside of New York State and from those administrators to field test teachers were unavoidable. For example, some teachers in Utah did not receive Phase A until January 15, 1969. Therefore, the closing date was postponed until March 3, 1969. The field test teachers were informed of this decision in the Social Learning Curriculum Newsletter, The Center Line.

By March 3, 1969, a total of 171 Phase A Evaluation Booklets had been returned to the Center. This figure was broken down according to field test sites in TABLE 1. This report is based upon these 171 Evaluation Booklets. If it becomes necessary, a supplementary report will be issued to cover Evaluation Booklets received after March 3, 1969.

TABLE 1

RETURN OF TEACHERS' EVALUATION FORM FOR PHASE A

Site Name	No. of Teachers Receiving Phase A	No. of Teachers Returning Evaluation	% Returned
Iowa	22	22	100
Pennsylvania	9	8	89
Albany	31	20	65
Binghamton	20	13	65
Utah	15	9	60
New York City	17	9	53
Syracuse	37	19	51
Rhode Island	14	7	50
Spencerport	24	12	50
Buffalo	34	16	47
Mt. Vernon	39	17	44
New Jersey	16	7	44
Connecticut	26	9	35
Massachusetts	13	3	23
Totals	317	171	54

TABLE 1 does not include teachers in Oregon, Alaska, Florida, Michigan, Kansas and Idaho. Teachers from these areas did not receive Phase A in time to participate in the evaluation.

It is worth noting that the percentage of field test teachers who returned their evaluations should not be interpreted as the percentage of teachers in favor of the Curriculum. The evaluation of Phase A was carried out during the initial formation of the field test network. The percentage of teachers returning evaluations can, for the most part, be traced to difficulties associated with this initial period. First, some teachers had previous commitments (e.g., to their own education or to other projects) and had underestimated the amount of time involved in participating in the field test network in a meaningful manner. This initial period was particularly demanding upon the field test teachers' time due to the necessity of collecting demographic data in addition to the evaluations. Second, the lack of a field coordinator during this period made it difficult to resolve some of the problems and misinterpretations that inevitably occur in any large field test network. Third, some teachers had difficulty fitting the first phase into their schedule and therefore were unable to return the evaluation before the closing date. Last, Phase A was designed for the lowest primary levels of children entering EMR classes and therefore could not be used by many teachers with classes composed of somewhat older children. Some of these teachers were reluctant to evaluate a curriculum phase which they had not taught. Despite these problems, only a handful of teachers (26) asked to withdraw from the field test network. Their reasons for dropping out of the project are presented in TABLE 2.

TABLE 2

REASONS FOR DROPPING OUT

Reason	No. of Teachers
Level of difficulty inappropriate for class	6
Illness	5
No reason	4
Time-consuming Curriculum	3
Not interested	3
Not teaching anymore	3
Time-consuming Evaluation	1
Taking courses	1
Total	26

The initial period -- consisting of the time needed to evaluate the first three phases -- is a trial or exploratory period for both the field test teachers and the Center. During this period teachers can decide whether they have the time needed to participate in the Curriculum evaluation. The Center, on the other hand, can determine the amount of time teachers have available to devote to the evaluation process and the most suitable format for collecting the evaluative data within that time. The Center must also collect the necessary demographic data on teachers and students. This data is needed to ensure that the field test network provides a sufficiently representative population of classes to provide an adequate feedback system for the Curriculum developers. Until teachers have had an opportunity to determine whether they are able to participate in the field test network and the Center has had an opportunity to gauge the representativeness of the present population of classes, the status of the field test network should be considered somewhat fluid.

The evaluation of Phase A is based upon the Teachers' Evaluation Sheet, an early and temporary evaluation format primarily concerned with gathering

qualitative information. In the following report, the teachers' comments on each section and each activity have been tabulated to provide a summary of how teachers viewed Phase A. The page numbers on which the particular section or activity appears in the Phase Booklet are also listed to make cross-referencing more convenient.

The Evaluation Sheet for Phase A is an open-ended question type, and therefore the number of teachers making a comment is not necessarily an index of the comment's importance. A comment made by only one teacher may be very important. The current Summary reports each comment, even if it was the only one of its kind. It is suggested that each statement be evaluated on its own merits, as well as by the number of teachers who made similar comments.

At the end of the Evaluation Summary, some of the general trends which appear in the Summary are discussed. There are no breakdowns of the data according to demographic variables, since this data was not available at the time the Summary was written and the qualitative format was not designed for these types of breakdowns. However, demographic information should be available in future reports.

II. INTRODUCTION TO PHASE A

INTRODUCTORY STATEMENT AND RATIONALE FOR CONTENT (p. 2)

COMMENTS

POSITIVE	No. of Teachers
1. The explanation of the theories is relevant and necessary.	15
2. The discussion helps the teacher to understand the child's needs.	4
3. The teacher agrees that the ability of the child to communicate orally is better than his communication in written form.	3
4. The teacher agrees that it is important to teach understanding of our physical selves and our differences.	1
5. The teacher agrees with the statement about differentiation between self and environment.	1

NEGATIVE	
1. The children have difficulty in communicating orally.	3
2. The teacher does not agree with basic premise of self in relation to environment.	2
3. Explanation of theory is unnecessary.	2
4. "The objectives are not clearly stated as examples."	1
5. Social interaction among the children is not always present.	1

SUGGESTIONS

1. You can consider environmental factors, i.e., social class, that influence a child's self image.	1

BACKGROUND INFORMATION & REFERENCES (pp. 3-4)

COMMENTS

POSITIVE	No. of Teachers
1. Appropriate guide and explanation for teaching self-awareness to children.	13

NEGATIVE	
1. These children have limited verbal abilities.	5
2. Explanation of theories is unnecessary.	2
3. You should update references used.	2
4. Explanation of theories is too detailed.	2
5. "The Curriculum should be on the level of the child, yet still demanding of him."	1
6. These theories apply more to trainables than to educables.	1
7. Terminology is confusing and not teacher oriented.	1
8. The term "environment" is not well defined.	1

SUGGESTIONS

1. Phase B should be presented before Phase A.	3
2. Children who have been overprotected at home and have thus been hindered in their development of a self-image should be considered.	1
3. Many of these children have failed in regular classes and now have a poor self-image.	1

SCHEME OUTLINE (pp. 5-7)

COMMENTS

POSITIVE	No. of Teachers
1. A comprehensible and necessary overview of the material is presented.	11
2. The information can be used as a guide and modified when necessary.	4
3. The material is presented in a meaningful and organized manner.	4

NEGATIVE	
1. It is difficult to understand the concepts presented.	2
2. The wording is too intricate and complex.	1

SUGGESTIONS

1. Identifying school environment should be taught before individual identification.	3

EXPECTATIONS - CONCEPTUAL (p. 9)

COMMENTS

POSITIVE	
1. Expectations are appropriate for primary group of EMR children.	12
2. This is a clear, concise statement of expectations.	9
3. Conceptual framework is exciting, in that it enhances the self-concept.	1

NEGATIVE	
1. It is not appropriate to teach physical differences because of race, low income, etc.	5
2. The expectations and approach are not appropriate for the physically handicapped child.	2
3. EMR children have difficulty in relating the various facts about themselves.	1
4. Expectations stated are too vague.	1

SUGGESTIONS

1. You should stress the value of teaching physical differences.	5

EXPECTATIONS - BEHAVIORAL (p. 9)

COMMENTS

POSITIVE	No. of Teachers
1. Expectations are appropriate and necessary for primary educables.	7
2. Individual expectations are clear and concise.	6
NEGATIVE	
1. Certain areas included, especially those involving specific numbers (e.g., height and weight), are inappropriate for this group.	10
2. There are not enough activities covering the family.	3

SUGGESTIONS

1. Learning of the way home and safety should be included in the expectations.	1

ASSESSMENT OF READINESS KNOWLEDGE - EXPLANATION (p. 11)

COMMENTS

POSITIVE	
1. This statement is necessary for teaching the Phase.	12
2. Statements are motivating to the teacher.	1
NEGATIVE	
1. The wording utilized is too intricate for teachers.	6
2. This Explanation is unnecessary.	3
3. Have you really considered that the level of these children in the class may be varied?	2
4. The many handicaps of these children are not considered.	1
5. Youngest children in the class cannot write.	1

SUGGESTIONS

None.

ASSESSMENT OF READINESS KNOWLEDGE - PROCEDURES (p. 11)

COMMENTS

POSITIVE	No. of Teachers
1. Procedures suggested are helpful and very good.	7
2. It is important to be aware of these ideas when teaching.	4
3. Use of class discussions is very helpful in learning interaction of children.	1

NEGATIVE	
1. Procedures suggested are difficult to apply to teaching the class.	8
2. The children have limited verbal ability and verbal interaction.	3
3. Procedures are not appropriate for use with primary educables.	2

SUGGESTIONS

None.

ASSESSMENT OF READINESS KNOWLEDGE RECORD CHART (p. 11A)

COMMENTS

	No. of Teachers
POSITIVE	
1. Chart aids teacher in effectively teaching Curriculum.	14
2. Ratings utilized are appropriate.	1
NEGATIVE	
1. Rating of Chart is inappropriate (could not fit categories to the questions).	17
2. Wording of Chart is not applicable to the class.	7
3. Chart generally does not apply to the class.	2
4. Chart is unnecessary.	2
5. Some children are not capable of writing at all.	1
6. The information obtained from this Chart is not utilized in the Phase.	1

SUGGESTIONS

1. Suggestions made for rating method: (N) never; (S) sometimes; (A) always.	8
2. Statements should be worded positively. Negatively worded statements are confusing.	5
3. Additional categories suggested:	39
a. response of child in group setting	7
b. visual defects	6
c. motor defects	6
d. perceptual defects	5
e. deformities (physical defects)	2
f. distractable	2
g. scar tissue	1
h. head size	1
i. auditory defects	1
j. multiple defects	1
k. physically fit	1
l. good nutrition	1
m. tires easily	1
n. works independently	1
o. shows leadership	1
p. follows directions	1
q. emotionally disturbed	1

PRE-EVALUATION OF SOCIAL KNOWLEDGE (pp. 12-13)

COMMENTS

	No. of Teachers
POSITIVE	
1. Explanation is helpful for use of Chart.	5
2. Explanation of Chart is clear.	2
NEGATIVE	
1. Scale and organization of Chart do not apply to class.	2
2. Language of explanation is wordy and confusing.	2
3. Explanation is unnecessary.	1

SUGGESTIONS

1. Structure and assess behavior on different levels of ability.	2
2. Suggest teaching entire Phase, including weak and strong areas.	2
3. Can use a sociogram as another means of structuring class.	1
4. Adjust evaluation as the child adjusts to the classroom situation.	1

PRE-EVALUATION OF SOCIAL KNOWLEDGE RECORD CHART (pp. 13A-13B)

COMMENTS

	No. of Teachers
POSITIVE	
1. Chart is valuable in assessing class and teaching the Phase.	28
NEGATIVE	
1. The criteria for acceptable and unacceptable responses should be specified.	10
2. It is not necessary to learn height and weight.	3
3. Key is ambiguous.	1

SUGGESTIONS

1. Combine pre- and post-evaluations into one.	1
2. In coding, mark only the areas in which help is needed.	1
3. Additional categories suggested:	7
a. recognition of written name	2
b. names of parents	2
c. knowledge of eye color	1
d. knowledge of hair color	1
e. additional spaces for other specific, pertinent information	1
4. Suggestions made for coding:	2
a. yes, no or sometimes	1
b. never, sometimes and always	1

GENERAL TEACHING PRINCIPLES AND STRATEGIES (p. 14)

COMMENTS

POSITIVE	No. of Teachers
1. Summary of theories and techniques is relevant and important.	12
2. Explanation is clear and helpful.	2

NEGATIVE	
1. Techniques and strategies are unnecessary - learned these as part of teacher training.	13
2. Children with a lower IQ have more difficulty in learning concepts through these methods.	2
3. Explanation of theories and techniques is incomplete.	1
4. Inductive teaching can be employed from the beginning.	1

SUGGESTIONS

1. It is necessary for some classes to have even more repetition than is presently provided.	2
2. Students tend to learn facts by rote.	1

III. MASS ABSTRACTION

A. BODY CUTOUT (pp. 17-18)

COMMENTS

POSITIVE	No. of Teachers
1. Body cutout is stimulating/motivating for children.	30
2. Materials suggested are good.	1
NEGATIVE	
1. Not enough room to display body cutouts.	29
2. Activity inappropriate, too difficult, for class (especially cutting or drawing).	16
3. Materials suggested are poor.	3
4. The activity is very time-consuming.	2
5. For some children the cutouts were too abstract.	1
6. Teacher feels this activity is too involved for an introductory activity.	1

SUGGESTIONS

1. Addition of other features, i.e., hair, eyes, clothing, to body cutout by painting, pasting or coloring.	19
2. Use of lead pencil or crayon to trace cutouts instead of felt-tip pen.	6
3. Use the identification of cutouts to expand the concept of individual differences.	6
4. Include a full-size model of the body cutout in the Curriculum.	2
5. Tracing is more accurate when paper is hung on wall and children stand against it.	2
6. Use overhead projector for tracing rather than lying on the floor.	1
7. Hang cutouts at the approximate height on the children.	1

	No. of Teachers
8. Suggested substitute for body cutouts:	25
a. silhouettes	8
b. smaller body cutout	6
c. snapshots of the children	5
d. two life-size cutouts as models	4
e. Stimulus Pictures 1 and 2	1
f. self-portrait on cardboard	1
9. Suggested substitute materials for body cutouts:	11
a. oak tag	2
b. rolled colored paper	2
c. contact paper	1
d. colored corrugated cardboard	1
e. oil cloth	1
f. cardboard boxes	1
g. back of wallpaper	1
h. mural paper	1
i. newsboard	1
10. Suggested additional activities in presenting concept of self:	9
a. use mirror to identify self	2
b. hang up figure of child and name parts	2
c. use box and make into a TV for a discussion of self (use pictures of self, family, home, etc.)	1
d. make life-size puppets of cloth from body cutouts	1
e. playacting in discussion of self	1
f. drawing pictures of self	1
g. children find pictures of children which look like them and use these for the discussion	1
11. Suggestions for lack of space for cutouts:	7
a. hang cutouts on rope by clothespin (for storage and display)	3
b. use heavy cardboard cartons and paste cutouts to them, fasten by book rings	3
c. hang cutouts on hanger and display and store in that manner	1
12. For written information on cutouts:	4
a. use strips of lined paper	3
b. write directly on cutouts	1

B: PERSONAL INFORMATION BOOKLET (pp. 19-20)

COMMENTS

POSITIVE	No. of Teachers
1. Task is appropriate for primary educable group.	18
2. Task is good reinforcement or review for material.	4
3. Suggestion of one page for each newly learned fact is excellent.	1

NEGATIVE	
1. Children have difficulty in tracing.	9
2. Task inappropriate for age group, i.e., too boring for older children, writing too difficult for younger children, children get distracted, etc.	7
3. This activity was not successful because books were lost, destroyed, defaced, etc.	2
4. Must discuss purpose of the booklet before it is meaningful to the children.	1

SUGGESTIONS

1. Use separate sheets and staple together at the end (easier to handle and less distractible).	11
2. Found it better to have children copy from board rather than tracing model.	1
3. Let child count out his own sheets of paper.	1
4. Make one large booklet and use pictures on a flannel board.	1
5. Materials of booklet:	11
a. use paper fasteners to hold booklet together	5
b. use larger sheets and fold in half	3
c. use white vellum paper rather than manila paper (latter rips easily)	1
d. use composition books for booklet	1
e. use ruler for writing	1
6. Additions included in booklet:	5
a. add picture or color to front of booklet	4
b. add separate writing sheets	1

	No. of Teachers
7. Additional activities that were suggested:	3
a. use the Personal Information Booklet as a reader	1
b. on a paper plate, have children draw their faces	1
c. game: mix booklets, pick one out, show picture and name to children and have them identify the person to whom the booklet belongs (picture of each child on front)	1

IV. DIFFERENTIATING ABSTRACTION 1: NAMES

1A: PRACTICE IN SAYING AND HEARING NAMES (pp. 21-22)

COMMENTS

	No. of Teachers
POSITIVE	
1. Semicircle was very effective in holding children's attention.	3
2. The children voluntarily elicited the information.	2
3. The questions were very good for leading a discussion.	2
NEGATIVE	
1. It is not always necessary to form a semicircle.	2
2. Questions were difficult for the children to understand.	2

SUGGESTIONS

1. Additional activities used:	5
a. use of tape recordings of names	4
b. use of ball games that involve names (i.e., spud)	1

1B: PRACTICE IN SAYING AND HEARING NAMES (pp. 21-22)

COMMENTS

	No. of Teachers
POSITIVE	
1. Role-playing of introductions was a very appropriate activity.	13
2. The suggestion to stop the activity when the purpose is achieved is very important.	2
NEGATIVE	
1. Children were not able to comprehend the role-playing of introductions.	4
2. Children felt self-conscious during the activity.	2
3. Activity was not appropriate for the purpose.	1

SUGGESTIONS

1. Additional activities:	14
a. discussion of nicknames	4
b. children use (finger) puppets to introduce themselves	3
c. children introduce themselves to visitors	2
d. children introduce visitors to the class	1
e. guessing game, "Who am I?" - Student describes child and class guesses who it is. Each child gets a turn	1
f. during open house, each child introduces his parents to the teacher	1
g. game: spud. This is a better activity for learning names	1
h. label each child's possessions	1

1C & 1D: REINFORCE PARTS OF NAMES & NAME POSITION CONCEPT (pp. 23-24)

COMMENTS

POSITIVE	No. of Teachers
1. Activities for parts of name are appropriate and relevant.	12
2. Activities correlate well with arithmetic areas.	4

NEGATIVE	
1. Middle name is not an appropriate activity for this age group.	17
2. Math concepts of position are too difficult for these children.	8
3. Activity is confusing, since some children do not have a middle name.	5
4. Children are confused about different names.	1
5. Activity was not interesting.	1

1C: SUGGESTIONS

1. Teach the importance or meaning of the last name.	6
2. A separate section on skills which children should have mastered for this program should be included.	1
3. Have the children raise their hands when names are mentioned, especially the handicapped.	1
4. Teach the left-right concept.	1
5. Use given and family name rather than first, middle and last.	1
6. Work with positions of name individually, not in a group.	1
7. Suggestions for teaching first, middle and last names:	5
a. take three cards with children's names and color edges red, yellow and green, as in stop lights, and teach positions in this manner	4
b. each child has ten chips, each a different color, and is asked to tell the color of the middle, first, last, etc., then correlate chips with names	1

1D: SUGGESTIONS

	No. of Teachers
1. Additional activities that were utilized for reinforcement:	7
a. application of concept of position to other situations during the day, as when lining up, going to library, going to lunch, etc.	2
b. in rural schools, use a stimulus picture of a mail box where the children can place their last names	1
c. use a cut-and-paste activity to learn positions	1
d. play tag: person who is "it" asks child he tags what his middle name is. If latter gives correct response, he is "it"	1
e. consonant drill: Teacher says, "I am thinking of someone's _____ (first, last or middle) name that begins with ____ (a particular letter)	1
f. game: if their first name is called, they stand up (mixed in middle and last names); do the same thing with the last and middle names	1

1E: REINFORCE SAYING AND HEARING NAMES (pp. 25-26)

COMMENTS

POSITIVE	No. of Teachers
None.	

NEGATIVE	
1. No piano available.	7
2. Music activity is not necessary.	1

SUGGESTIONS

1. Additional suggestions made for materials:	7
a. include sources in which songs can be found	1
b. use songs from "Music Through the Day" by Siloei Burdett	1
c. use song, "Good Morning, Mr. Yellowbird "	1
d. use "Where Is Thumbkin?" substituting names for fingers	1
e. use rhythm instruments	1
f. teacher can write own songs	1
g. use "Who Am I?" from Musical Experiences for Basic Learning Readiness (Classroom Materials Co.)	1

1F: REINFORCE NAME RECOGNITION THROUGH WRITING (pp. 25-26)

COMMENTS

	No. of Teachers
POSITIVE	
1. The children learned to recognize their names through this activity.	1
NEGATIVE	
1. The activity is inappropriate because the children have difficulty with writing.	6
2. The children had difficulty with writing and need a great deal of practice.	5
3. Children with poor motor coordination have difficulty with this task.	3
4. This activity is unnecessary.	3
5. This activity is inappropriate for this age group.	3

SUGGESTIONS

1. There is need for more reinforcement of name through writing.	1
2. Children should put name card on body cutout.	1
3. Additional materials that can be used:	5
a. use lined strips of paper	3
b. use 3" x 12" cards	1
c. use 2" x 8" cards	1
4. Suggestions for learning to write names (tracing):	4
a. trace name in clay	2
b. trace over name in emery board	1
c. trace name with a stencil	1
5. Additional activities suggested:	5
a. have children place name on all their work	2
b. have children practice writing name before putting it on a card or book	1
c. have children learn to spell name	1
d. have children learn to write, spell and recognize words: name, first, last and middle	1

1G: REINFORCE NAME RECOGNITION THROUGH WRITING (pp. 27-28)

COMMENTS

POSITIVE	No. of Teachers
None.	

NEGATIVE	
1. This is an unnecessary activity.	1
2. The sequence of activity from 1F to 1G is not logical.	1

SUGGESTIONS

1. Use The Remediations of Learning Disabilities: A Handbook of Psychoeducational Resources Programs by Robert I. Valitt. (Fearon Pub.) Section on gross motor development.	1
2. Use snapshot instead of drawing in the booklets.	1
3. Use lined paper that is stapled into booklet.	1

1H: VISUAL RECOGNITION OF NAME (pp. 27-28)

COMMENTS

POSITIVE	
1. It is a good idea to have the children read their booklets.	1

NEGATIVE	
None.	

SUGGESTIONS

1. There should be more oral activities for reinforcement.	2
2. Additional activities:	3
a. children also recognize names of others in their class	1
b. use of name cards on flannel board every morning for checking attendence	1
c. game: teacher holds up a name card and that child must get eraser or follow some other direction given by the teacher	1

1 I: SUMMARY OF NAME RECOGNITION (pp. 27-28)

COMMENTS

POSITIVE	No. of Teachers
1. Teacher Information suggestion about boy-girl names is very helpful.	1
2. Activity is appropriate for this group.	1

NEGATIVE	
1. Sequence of activities does not lead to concept of name being learned.	3

SUGGESTIONS

1. Game similar to a puzzle in which the children must select three names and match with photo of the child.	1

V. DIFFERENTIATING ABSTRACTION 2: SEX

2A: INITIAL SEX RECOGNITION (pp. 29-30)

COMMENTS

		No. of Teachers
POSITIVE		
1.	This activity was very good for relating name and sex.	2
NEGATIVE		
1.	There is a need for more materials.	3
2.	Children thought this was a "silly" idea to present to them.	2
3.	Problem with boys and girls names that are the same.	1
4.	The term "sex" is too abstract for this group.	1
5.	This activity is too "simple" for this age group.	1

SUGGESTIONS

1.	Use puppets to introduce this activity.	2
2.	Game in which child stands as soon as he hears his name, then child is rewarded.	1

2B: SUMMARIZE NAME-SEX RELATIONSHIP (pp. 31-32)

COMMENTS

POSITIVE		
1.	This is a necessary and good activity.	5
NEGATIVE		
1.	Clothing is not a good means of sex differentiation.	5

SUGGESTIONS

1.	Add clothing to the body cutouts at this point.	4
2.	Use different colors to differentiate boys' names from girls' names.	1
3.	Mix up boys' and girls' names; one is not the same sex; children must tell which name does not belong.	1

2C: GROSS SEX DIFFERENCES IN PHYSICAL APPEARANCES (pp. 31-32)

COMMENTS

	No. of Teachers
POSITIVE	
1. This is a necessary/good activity.	4
2. The Stimulus Pictures are good.	3
3. The bulletin board suggestion is good.	3
NEGATIVE	
1. The Stimulus Pictures provided are generally poor.	12
2. This is not a necessary activity.	3
3. The appearance of hippies can cause confusion for the children by wearing long hair.	2

SUGGESTIONS

1. Have children find pictures that differentiate boys and girls and mount in appropriate group on bulletin board, Experience Chart, etc.	6
2. There is a need for additional Stimulus Pictures.	1
3. Use anecdotal reports for discussing physical differences.	1
4. Use of male and female cutouts for this discussion.	1
5. Use more realistic materials.	1
6. Use real clothing to help children learn to differentiate sexes.	1
7. Use paper dolls and their clothing for additional visual aids.	1
8. Have teacher provide her own worksheet.	1

2D: BEHAVIORAL DIFFERENCES RELATED TO SEX DESIGNATIONS (pp. 33-34)

COMMENTS

POSITIVE	No. of Teachers
1. The children liked the Stimulus Pictures.	2
2. Children were able to recognize the sex differences.	2

NEGATIVE	
1. There is an overlap in the activities engaged in by boys and girls.	19
2. The Stimulus Pictures are poor, outdated and difficult to reproduce.	7
3. Distinctions by sex are not understood by children.	2
4. The Teacher Information is poor/irrelevant.	1

SUGGESTIONS

1. Use additional pictures from Peabody Language Development Kit.	6
2. Colored pictures would be more stimulating than black and white.	2
3. There is a need for more Stimulus Pictures.	1
4. In the Stimulus Pictures, the embroidery hoop is an unfamiliar object to the children.	1
5. Teacher could make Stimulus Pictures into transparencies.	1
6. Children could write "boy" or "girl" or color red and blue on the pictures for activities that differentiate sexes.	1

2E: OTHER BEHAVIORAL DIFFERENCES RELATED TO SEX DESIGNATION (pp. 33-34)

COMMENTS

	No. of Teachers
POSITIVE	
1. This activity correlates well with the area of speech.	1
NEGATIVE	
1. The suggested discussion is poor.	2

SUGGESTIONS

1. Include differentiation of sexes by jobs, by mother and father, by gifts, etc.	7
2. Additional activities:	7
a. list additional activities that boys and girls perform	2
b. make Experience Chart of objects belonging to the different sexes	2
c. find pictures of boys' and girls' activities in magazines	1
d. discuss jobs and activities of people in school, etc.	1
e. bring in photos of children engaged in activities	1

2F: REINFORCE RECOGNITION OF SEX ROLE DIFFERENCES (pp. 35-36)

COMMENTS

POSITIVE	No. of Teachers
1. Bulletin board is a good suggestion.	1

NEGATIVE	
1. There is an overlap in the activities engaged in by boys and girls.	19
2. The directions for the Worksheet are too difficult for this group of children.	5
3. This is a poor activity.	3
4. The activity and Worksheets are too easy.	2

SUGGESTIONS

1. Have children circle activities of boys and underline activities of girls.	2
2. Have pictures on Worksheet of children doing things inconsistent with their role and have children "X" out these pictures.	1
3. Additional activities:	3
a. have children draw pictures of activities for men and women	1
b. color the Stimulus Pictures	1
c. use a tape recorder and have children describe themselves.	1

2G: REINFORCE SEX DESIGNATION THROUGH WRITING (pp. 35-36)

COMMENTS

POSITIVE

None.

NEGATIVE	
1. Children have difficulty in writing and tracing.	2
2. Some children have difficulty in writing.	1
3. Most children are not ready to write.	1

SUGGESTIONS

None.

2H: REINFORCE SEX DESIGNATION THROUGH WRITING (pp. 37-38)

COMMENTS

POSITIVE	No. of Teachers
1. Suggestion in Teacher Information is good.	1

NEGATIVE	
1. Children become involved in drawing rather than writing.	1
2. Activity is redundant.	1
3. Inappropriate activity for this age group.	1
4. Most of the children are not ready to write.	1

SUGGESTIONS

1. Picture cutouts for different sexes can be pasted in Personal Information Booklet.	2
2. Have children draw a picture of themselves involved in an activity appropriate for their sex. Include this picture in their Personal Information Booklet.	2
3. Use a ruler for printing.	1
4. Include Teacher Information as a regular part of Teacher Actions.	1

2I: SUMMARIZE SEX DESIGNATION SEQUENCE (pp. 37-38)

COMMENTS

POSITIVE

None.

NEGATIVE	
1. Activity is redundant.	1

SUGGESTIONS

1. With older children, introduce the ideas of Miss and Master.	1
2. Additional activities:	2
a. game: "Have you seen my sheep?" in which a description of children is necessary	1
b. have children bring one object to school that a boy or girl would wear, play with, etc.	1

VI. DIFFERENTIATING ABSTRACTION 3: AGE

3A: INTRODUCE CHILDREN TO AGE ACTIVITY SEQUENCE (pp. 39-40)

COMMENTS

POSITIVE	No. of Teachers
1. This is an appropriate concept for these children.	7

NEGATIVE

None.

SUGGESTIONS

None.

3B: AGE DESIGNATION OF SELF AND OTHERS (pp. 39-40)

COMMENTS

POSITIVE	
1. This is a good approach to the concept of age.	7
2. The visual aid provided is good.	5

NEGATIVE	
1. Children do not know concept that one candle is equivalent to one year.	4
2. Stimulus Picture (cake) is not appropriate for this group.	1
3. Children have difficulty with the number concepts of age.	1
4. Suggested questions are unnecessary.	1

SUGGESTIONS

1. A real cake should be used.	5
2. Use pictures of baby, children of different ages, teenager, etc. and relate to number of candles.	3
3. Make cardboard model of cake and have each child insert the appropriate number of candles.	2
4. Make a birthday chart with picture of cake, month of year, student's name and age placed on chart.	1
5. Have child add the appropriate number of candles to his birthday cake.	1
6. Have each child make a birthday cake of paper, make frosting with soapsuds and add appropriate number of candles.	1

3C: RECOGNIZING BIRTH DATES (pp. 41-42)

COMMENTS

POSITIVE	No. of Teachers
1. Teaching days, months, and years is necessary.	20
2. Calendar activity is very good for learning concept.	7
3. Cards suggested in Teacher Information are a good device.	2
4. This activity is related to other areas, i.e., arithmetic.	2
5. Learning birth date is an appropriate activity.	1
NEGATIVE	
1. Children had difficulty remembering their birth dates.	11
2. Teachers had difficulty in obtaining materials, i.e., large wall calendar.	4
3. Children confused concept of age and birthday.	4
4. Younger children could not remember birth dates.	3
5. Within days, children forgot their birth dates.	1
6. Much more repetition and reinforcement is needed before children can learn their birth dates.	1

SUGGESTIONS

1. Teach year of birth.	4
2. Use the poem "Months" by Sara Coleridge.	2
3. Provide reproductions of wall calendar for teachers.	1
4. Class can make a large calendar together.	1
5. When a child can remember his birth date, place a candle with the child's name on it on a pegboard cake.	1
6. Game: teacher points to a name, and the child says his birthday.	1
7. Review other concepts, sex, size, etc. at a birthday party.	1
8. For girls: use a poem: "I'm ____ years old and like to wear A bow of yarn in my hair Sometimes it's pink and sometimes blue I think it's pretty, don't you?" Then put a bow of yarn in their hair for reinforcement.	1

SUGGESTIONS (Continued)	No. of Teachers
9. Activities used to teach month in relation to age:	11
a. each month list the birthdays in the class and place a picture next to the birth date	4
b. relate birthdays to seasonal events of that month	3
c. have children stand up in birth order which brings out the sequence of the months	1
d. bulletin board: on different colored construction paper, place each child's name, birthday and appropriate picture for that month	1
e. game: have children squat in a circle and teacher calls out months of the year. Children whose birthdays are in that month have to jump up	1
f. play "spud." Use months, and the children with birth date in that month get the ball	1

3D & 3E: PRESENT THE CONCEPT OF AGE COMPARISON (pp. 43-44)

COMMENTS

POSITIVE	
1. Comparison of ages is an appropriate concept.	11
2. Suggestion of chart is a meaningful activity.	4
3. Comparison of concept of age to other related areas, e.g., arithmetic, is appropriate.	2
4. Concept of more-less is a good approach for teaching comparisons.	1
5. Children enjoyed the Stimulus Pictures and related well to them.	1
NEGATIVE	
1. Comparison of children by age is not an appropriate concept to teach.	4
2. This comparison has a negative effect on the older child in the class.	3
3. Children had difficulty with the more-less concept.	2

SUGGESTIONS	No. of Teachers
1. Develop the number concept along with the age concept.	2
2. Additional activities:	5
a. comparison of child with himself in previous years	1
b. place body images by age to show relationship	1
c. on calendar, show children of the same age who is oldest, idea of which month comes first	1
d. discuss topic of twins	1
e. game: teacher sings, "If you are _____ (child's age), then touch your nose, mouth" etc. and children of that age participate	1

3F & 3G: REINFORCE AGE RECOGNITION THROUGH WRITING (pp. 45-56)

COMMENTS

POSITIVE

None.

NEGATIVE

None.

SUGGESTIONS	
1. Place a card with birth date on cutout.	2
2. Place Stimulus Picture 10 with correct number of candles in their booklets.	2
3. Because of closeness of age, teacher should include months on cutout card.	1

VII. DIFFERENTIATING ABSTRACTION 4: SIZE

4A: RELATE AGE TO SIZE (pp. 47-48)

COMMENTS

POSITIVE	No. of Teachers
1. The children understand the concept of age-height relationships.	5
NEGATIVE	
1. The relationship of age-height presented in this activity is not applicable to educable primary classes (size-height relationship did not hold).	54
2. The size of the class makes this an inappropriate activity.	1

SUGGESTIONS

1. Additional materials used, i.e., books:	2
a. Big and Little by Joe Kaufman	
b. The Growing Story by Ruth Kraus	
c. The Littlest One in the Family by Lois Durean	
d. The Smallest Boy in the Class by Jerold Beim	
e. How Big Is Big by Herman and Nina Schneider	
2. Additional ways of teaching concept of age and height:	22
a. teach the concept of age and height abstractly, but do not apply directly to children in the class	9
b. teach size in relation to family	8
c. teach the age and height of different grades	4
d. teach the concept of children of the same age varying in size	1

4B. INTRODUCE THE MEANING OF THE WORD "BIGGER" AS RELATED TO GETTING OLDER (pp. 49-50)

COMMENTS

	No. of Teachers
POSITIVE	
1. Relating size to members of the family is a good activity.	6
2. Age-size relationship is an appropriate concept for this group.	2
NEGATIVE	
1. Age-size relationship is a difficult concept for this age group.	2

SUGGESTIONS

1. Teach the meaning of opposites: shorter-taller; smaller-bigger.	2
2. Use concept of shorter-taller, which has a less negative effect on the child.	2

4C: INTRODUCE THE IDEA OF MEASURING HEIGHT (pp. 49-50)

COMMENTS

POSITIVE	No. of Teachers
1. Measuring height is a good activity.	6
2. Activity correlates well with arithmetic concepts.	3
NEGATIVE	
1. Number concepts are difficult for children to remember.	10
2. Comparison of height with age makes the shorter, older children feel self-conscious.	10

SUGGESTIONS

1. Measure children throughout the year to emphasize growth.	3
2. Book: Jill's Check Up by Ruth Jubelier.	1
3. Additional methods for teaching concepts involved in the activity:	11
a. teach visual recognition rather than specific numbers that change, e.g., taller, shorter	7
b. use chart with bar graphs for size of each child	2
c. measure children with blocks to help clarify the concept	1
d. teach inch concept first.	1
4. Additional materials used:	3
a. height chart	1
b. tape measure posted on door jam	1
c. mirror (for visual identification)	1

4D: WEIGHT IS ANOTHER MEASURE OF SIZE (pp. 51-52)

COMMENTS

	No. of Teachers
POSITIVE	
1. Relationship of height and weight was interesting for the children.	5
NEGATIVE	
1. The concept of heaviness for a heavy child makes him more self-conscious.	20
2. The concept of heaviness was difficult for this age group.	8
3. Comparison of height and weight was difficult for these children.	2
4. The children ccnfuse height and weight.	1

SUGGESTIONS

1. Make use of different colored felt-tip pens for recording height and weight measurements.	1
2. Discussion of weight and increase of age.	1

4E: INTRODUCE THE IDEA OF MEASURING WEIGHT (pp. 51-52)

COMMENTS

POSITIVE	No. of Teachers
1. This is a good activity for this age group.	4
2. Suggestion made in Teacher Information to discuss weight concepts first is a good one.	3
NEGATIVE	
1. Comparison of height and weight was difficult for these children.	18
2. Children have difficulty with number concepts involved.	8
3. Additional activities are needed for learning weight concepts.	1

SUGGESTIONS

1. Suggestions made for teaching of weight concept:	8
a. discuss weight of household objects	3
b. weigh heavy and light objects in the room	2
c. teach idea of pounds first	1
d. make a chart of bags representing weight in which each bag stands for 10 lbs.	1
e. make a chart of height, weight and age	1
2. Additional activities:	2
a. game: "Guess How Much I Weigh "	1
b. game: line up 3 children and have them find the heaviest and lightest child	1

4F: REINFORCE SIZE DESIGNATION THROUGH WRITING (pp. 53-54)

COMMENTS

No. of Teachers

POSITIVE

None.

NEGATIVE

None.

SUGGESTIONS

None.

4G: REINFORCE SIZE DESIGNATION THROUGH WRITING (pp. 53-54)

COMMENTS

POSITIVE

None.

NEGATIVE

1. Some children in the class cannot write at all. — 1

SUGGESTIONS

None.

VIII. DIFFERENTIATING ABSTRACTION 5: ADDRESS

5A: EVOKE A NEED TO LEARN ADDRESS (pp. 55-60)

COMMENTS

POSITIVE	No. of Teachers
1. Story material is very effective.	10
2. Stories and questions are stimulating to the children.	7
3. Makes it clear that it is useful to know one's address.	3

NEGATIVE	
1. Story is inappropriate, i.e., mentally retarded children are not allowed out by themselves and therefore do not get lost.	4
2. Children think the story is silly.	1
3. Disruption by students makes the suggested group discussion difficult.	1

SUGGESTIONS

1. Stories for rural areas are needed.	7
2. Teach rural children that they can go to a trooper or sheriff for help.	2
3. Use puppets with story and/or questions.	1
4. Additional material used by teacher:	5
a. use flannel board along with the story in the booklet	1
b. book: Mike's House by Julia Saueci	1
c. book: Henry the Explorer by Mark Taylor	1
d. story, "Sally Finds a Friend," in book Fun with Dick and Jane	1
e. teacher can write her own story	1
5. Additional activities:	12
a. have the children role-play what to do if they are lost	7
b. discussion of policeman and his job	2
c. class tells individual stories which they illustrate and teacher writes. Place these on the wall	2
d. have policeman visit the class and explain the value of knowing your address	1

5B: THE MEANING AND LEARNING OF ADDRESS (pp. 59-60)

COMMENTS

	No. of Teachers
POSITIVE	
1. This activity motivates the children.	5
2. Drawing the picture is a helpful aid to the children.	1
NEGATIVE	
1. Suggested address concepts are not applicable to rural children, i.e., often do not have street names and numbers, need to use descriptions, bus route, route number, directions, etc.	10
2. Difficult for children to learn their addresses.	10
3. Children confused state and town.	3
4. Zip code is inappropriate at this time.	1
5. Children have trouble in drawing forms and shapes as well as writing.	1
6. Children need more drill in the different uses of address in order to remember it.	1

SUGGESTIONS

1. Suggestions made for teaching address:	3
a. teach address in 3 steps: number, street and town	1
b. use maps to teach difference between town and state	1
c. show pictures of houses which look alike and discuss how their addresses differentiate them	1
2. Additional activities:	6
a. have friends over and give them their address	1
b. when each child has learned his address, take house he has made and place it on bulletin board	1
c. combine the discussion with unit on the Post Office	1
d. game: points given for each part of address learned	1
e. game: one child steps out of room to play policeman, and the others scatter around the room pretending they are lost. When approached by policeman, they must give their name and address. Policeman must return child to his correct seat in order to win	1
f. make three-dimensional houses and have children place their addresses on them	1
3. Also helpful to learn neighbor's name or landmark near home.	1

5C: REINFORCE ADDRESS RECOGNITION THROUGH WRITING & READING (pp. 61-62)

COMMENTS

	No. of Teachers
POSITIVE	
None.	
NEGATIVE	
1. Writing of address was difficult for children even though they could give their address orally.	11
2. Writing of addresses was a meaningless activity for the children.	1

SUGGESTIONS

1. Additional activities:	3
a. have child write name and address on piece of paper that will be used for a brick. When child can say address, put his brick in the house on the bulletin board	1
b. let the child move and manipulate letters and numbers into correct order of his address	1
c. have children address an envelope to themselves, enclose a sample of their work and mail it to their houses	1

5D: REINFORCE ADDRESS RECOGNITION THROUGH WRITING & READING (pp. 61-62)

COMMENTS

POSITIVE	No. of Teachers
1. Presentation of address as street, number and name, city and state is appropriate.	1
NEGATIVE	
1. Reading of address has no meaning to the children.	1
2. Writing of address is difficult for children even though they can recite it orally.	1

SUGGESTIONS

1. Additional activities:	
a. discuss and draw physical aspects of children's homes	1
b. game: teacher gives a direction, the child writes or says his address and then follows the direction	1

IX. DIFFERENTIATING ABSTRACTION 6: TELEPHONE NUMBER

6A: INTRODUCE THE NEED FOR KNOWING TELEPHONE NUMBER (pp. 63-64)

COMMENTS

POSITIVE	No. of Teachers
1. Suggested discussion is very good.	3
2. Suggestion for use of neighbor's telephone number is appropriate.	1

NEGATIVE	
1. Approach to teaching concept is not broad (general) enough, i.e., could not be applied successfully to children without telephones, parents who did not want telephone number known, etc.	5
2. Some children without telephones refuse to use neighbor's telephone number.	2
3. Children confuse telephone number with previous concepts.	1
4. There is difficulty in teaching this concept to a group.	1
5. Activity is not very interesting for the children.	1

SUGGESTIONS

1. Include discussion of other reasons or situations in which the children will need to know their telephone numbers.	3
2. Include the name of the neighbor whose number the child is learning.	2
3. Combine 6A and 6B.	1

6B: DEMONSTRATE HOW TO USE TELEPHONE NUMBERS (pp. 65-66)

COMMENTS

	No. of Teachers
POSITIVE	
1. Telephone materials are excellent.	6
2. Repetition of the telephone number each time the child calls is a good suggestion.	2
NEGATIVE	
1. Telephones from telephone company are difficult to obtain.	1
2. Activity is not applicable to physically handicapped children.	1

SUGGESTIONS

1. Teach telephone manners at this time.	8
2. Use tape recorded conversations to aid children in learning telephone manners.	1
3. Use a real telephone for older children.	1

6C: PRACTICE IN USING TELEPHONE NUMBERS (pp. 65-66)

COMMENTS

POSITIVE	No. of Teachers
1. Role-playing is an excellent activity.	5

NEGATIVE	
1. Children have difficulty in recalling their telephone numbers.	6
2. Children know telephone numbers orally but cannot dial them.	3
3. These children are restricted in their use of telephones by the school and the community.	3
4. Activity is not applicable to physically handicapped children.	1
5. Some children are able to learn their telephone numbers while others cannot.	1
6. Need more activities to develop this concept.	1

SUGGESTIONS

1. Additional activities:

a. teach children to dial "O" to contact the operator	5
b. children exchange telephone numbers to help reinforce concept	2
c. teach children to call police and fire departments	2
d. for two classes working together, have one class leave the building and call the other class	1
e. game: child gives telephone number and quickly calls on another child who must give his number. If a child does not give his telephone number immediately, he drops out of the game. The winner is the last child left.	1

6D: REINFORCE TELEPHONE NUMBER IDENTIFICATION THROUGH WRITING (pp. 67-68)

COMMENTS

	No. of Teachers
POSITIVE	
None.	
NEGATIVE	
1. Parents or teacher do not want telephone number on cutout or given to other children (also some are unlisted).	6

SUGGESTIONS

None.

6E: REINFORCE TELEPHONE NUMBER IDENTIFICATION THROUGH WRITING (pp. 67-68)

COMMENTS

POSITIVE	
None.	
NEGATIVE	
1. Writing is too difficult an activity for this age group.	1

SUGGESTIONS

1. Additional activities:	4
a. make a telephone book for each child	2
b. let each child make his own telephone and dial	1
c. let each child make a telephone and place his name and number on it. When he can say his number, his telephone is placed on the bulletin board.	1

X. INTEGRATING ABSTRACTION

A: HAVE EACH CHILD SUMMARIZE DATA ABOUT HIMSELF (pp. 69-70)

COMMENTS

POSITIVE	No. of Teachers
1. This is a good activity for review.	3

NEGATIVE	
1. Reading is a difficult activity for this group.	3
2. Children get bored with this activity.	1

SUGGESTIONS

1. Place sentences on the blackboard, leaving information blank (_____). Each child comes up and fills in the information.	1
2. Add name of school to personal data because children are bussed great distances.	1
3. Use small body cutouts with all of child's information written on them. Place these on the bulletin board.	1

B: REINFORCE RECOGNITION OF FACTS ABOUT SELF (pp. 69-70)

COMMENTS

POSITIVE	
1. This is an excellent review activity.	4

NEGATIVE	
1. Reading is difficult for the younger children.	2
2. Children have difficulty holding packet of cards.	1

SUGGESTIONS

1. Have older children fill in relevant parts of a job application.	2
2. Conduct this activity with one child at a time.	1
3. Paint a carton to look like a TV. Each child takes a turn poking head into the carton and answering questions about himself.	1
4. Have each child review personal information as a telephone conversation.	1

C: ALLOW THE CHILDREN TO SEE THE RELATIONSHIPS AMONG AGE, HEIGHT AND WEIGHT (pp. 71-72)

COMMENTS

POSITIVE	No. of Teachers
1. Children are able to arrange themselves by weight and height, showing that they understand the concepts.	1

NEGATIVE

None.

SUGGESTIONS

None.

D: GIVE PRACTICE IN RECOGNIZING PERSONAL DATA AS A DESCRIPTIVE WHOLE (pp. 71-74)

COMMENTS

POSITIVE

1. Guessing game activity is stimulating for the children.	7
2. Bulletin board is a good integrating activity.	6

NEGATIVE

None.

SUGGESTIONS

1. Include a discussion of the importance of physical differences.	1
2. Bulletin board should be developed throughout the unit.	1

POST-EVALUATION OF SOCIAL KNOWLEDGE (pp. 75-76)

COMMENTS

POSITIVE	No. of Teachers
None.	

NEGATIVE	
None.	

SUGGESTIONS

None.

POST-EVALUATION OF SOCIAL KNOWLEDGE RECORD CHART (pp. 76A-78B)

COMMENTS

POSITIVE	
1. Very good for reflecting each child's growth and the knowledge he has gained.	6
2. Helpful for clarification of teacher's work.	3

NEGATIVE	
1. Some of the categories are inappropriate for this group.	4

SUGGESTIONS

1. Include questions: "Are you the shortest?" "Are you the youngest?".	2
2. It would be easier if pre- and post-evaluation were combined in one form.	1

XI. OVERALL REACTIONS

A. GENERAL COMMENTS

POSITIVE	No. of Teachers
1. Curriculum is useful/teacher's attitude is favorable.	52
2. Variety, level, etc. of the activities are very good.	41
3. Underlying concepts and objectives are excellent.	33
4. Curriculum is well organized.	27
5. Curriculum is a good source of ideas.	21
6. Children are able to transfer the information they learned.	2
7. Pre- and post-evaluations are very helpful.	2
8. Curriculum is very thorough and complete.	1
NEGATIVE	
1. Children previously knew most of the information.	14
2. Activities are not on the level of these children.	11
3. There is a need for activities utilizing approaches other than the language approach.	6
4. Variability of class makes this Curriculum difficult to teach.	6
5. General attitude of teacher is unfavorable.	4
6. The activities are too repetitive.	4
7. There are too many writing activities especially for those children who cannot write or have difficulty in writing.	3
8. Writing is a difficult activity for these children.	2
9. Children who knew the information previously still remembered it; those who did not know the information previously did not learn it.	1
10. Writing does not reinforce the information for children who cannot recognize or correctly form letters.	1

B. FORMAT

COMMENTS

POSITIVE	No. of Teachers
1. Curriculum is workable and good.	67
2. Curriculum is well organized and clear.	29
3. Curriculum is excellent.	20
4. Curriculum follows a logical sequence.	13
5. Curriculum is complete.	3
6. Teacher likes a particular section.	2
7. Guidelines across page help to differentiate activities.	1

NEGATIVE	
1. Curriculum is hard to follow, especially at first.	17
2. Wording is oversimplified.	3
3. Curriculum is limited.	2

SUGGESTIONS

1. Read from left to right rather than right to left (switch columns).	4
2. Use loose-leaf form.	1
3. Place Teacher Information on the same page with Teacher Actions.	1
4. Make booklet more concise.	1
5. Remove boxes around areas.	1
6. Put titles in heavy or larger print.	1
7. Combine Materials and Preparation.	1
8. Cut down on note space.	1
9. Have one purpose (activity) to a page.	1

C. MANAGEABILITY

COMMENTS

POSITIVE	No. of Teachers
1. Easy to use or good (form, content, etc.).	73
2. Flexible (lends itself to additions and substitutions).	9
3. Fair.	8
NEGATIVE	
1. Difficult to adapt to class (because of variability).	12
2. Difficulty with content or material.	6
3. Need for more materials.	2
4. More manageable if children are grouped by abilities.	2
5. Difficulty with particular section:	5
a. cutouts (not manageable)	3
b. language arts approach	1
c. tracing model	1

SUGGESTIONS

1. Build in check of how well students are learning, generalizing the concepts throughout the unit.	2

D. CLARITY

COMMENTS

POSITIVE	
1. Generally, the Curriculum was clearly stated.	94
2. Specific parts of the Curriculum are clear:	5
a. instructions	2
b. materials	2
c. objectives	1

NEGATIVE	No. of Teachers
1. Specific parts are unclear, e.g., knowledge child should know, sex differentiation.	8
2. Terminology used is unclear.	7
3. Generally, the Curriculum is unclear.	2

E. TWO WEAKEST SECTIONS

1. Sex.	34
2. Weight.	28
3. Height.	24
4. Size (weight, height, age relationships).	24
5. Telephone number.	19
6. Address.	14
7. Instructional aids.	8
8. None.	8
9. Age.	6
10. Record chart.	4
11. Depends on level and abilities of the group.	4
12. Name.	3
13. Concept of middle name.	2
14. Post-evaluation chart.	2
15. All.	2
16. Phase outline.	1
17. Materials.	1
18. Teacher Information.	1

F. TWO STRONGEST SECTIONS

	No. of Teachers
1. Address.	27
2. Name.	26
3. Telephone number.	25
4. Age.	23
5. Body cutout activity.	19
6. Sex.	12
7. Teacher Actions.	12
8. Size.	11
9. Booklet activities.	9
10. Pre- and post-evaluation charts.	6
11. Equal strength.	6
12. Weight.	4
13. Height.	4
14. Materials.	4
15. Review.	2
16. Introduction activity.	2
17. Teacher Information.	2
18. Depends on ability and level of class.	2

G. WHAT LIKE BEST ABOUT THE BOOKLET

	No. of Teachers
1. Format.	50
2. Organization of content.	43
3. Clarity of plans.	18
4. Materials.	9
5. Conciseness and thoroughness.	7
6. Teacher Actions.	7
7. Activities on level of children.	6
8. Pre- and post-evaluation charts.	6
9. Notes column.	6
10. Allowance for flexibility.	5
11. Booklet activity.	4
12. Clarity of entire Phase.	3
13. Instructional aids.	3
14. Correlation with other academic areas.	1
15. Teacher Information.	1

H. WHAT LIKE LEAST ABOUT BOOKLET

	No. of Teachers
1. Instructional aids are poor.	15
2. Do not like evaluation.	9
3. The Curriculum is too wordy and detailed. Also, some terms such as mass abstraction and differentiating abstraction are confusing.	9
4. There are not enough activities in other areas -- music, art, games -- things to make it fun.	8
5. Activities are too repetitious.	7
6. There are not enough activities for re-inforcing information.	5
7. Do not like the manner in which the booklet is fastened.	5
8. Activities are too abstract.	4
9. There is too much material to cover.	3
10. Do not like pre-evaluation charts.	3
11. Curriculum is too time-consuming.	3
12. Do not like format.	3
13. Booklet is hard to manipulate.	3
14. Teacher Information is unnecessary.	2
15. Do not agree with assumption that it should be used every day.	2
16. There are not enough individually oriented activities.	1
17. There is no allowance for physical handicaps.	1
18. The summary activities (at the end of each abstraction) are unnecessary.	1
19. The Curriculum does not allow for individual differences.	1

I. SUGGESTIONS FOR IMPROVEMENT

		No. of Teachers
1.	There is need for additional materials, e.g., more worksheets, more stimulus materials, etc.	26
2.	Improve the instructional aids.	14
3.	There is need for additional activities in other areas, e.g., music and other non-academic areas.	12
4.	Allow for variability in group, rather than considering group as homogeneous. The levels of readiness are very varied.	12
5.	Activities should be more concrete.	7
6.	Allow more tim to teach the great amount of information in the Curriculum.	6
7.	The physically-handicapped, rural and other children should be given more consideration.	5
8.	Less emphasis on writing activities is required.	3
9.	Involve the children in more activities.	2
10.	Include a list of materials in the beginning, particularly those difficult to obtain.	2
11.	Use more realistic social settings, e.g., birthday parties, dances, etc.	2
13.	Readiness of younger children is different than that expected.	1
14.	Indicate how to integrate this Curriculum with other parts of teacher's program.	1
15.	Teach tolerance of individual differences along with the differences themselves.	1
16.	Reteach some ideas more than once a day.	1
17.	For review: each day teacher takes attendance, have each child respond with requested information, i.e., age, name, etc.	1
18.	Game: child leaves the room, the remainder of the class describes that child's physical differences; the child returns to verify.	1

SUGGESTIONS FOR IMPROVEMENT (Continued)

	No. of Teachers
19. Change the key of pre- and post-evaluation record charts.	1
20. Much of the information would be more meaningful as separate units, e.g., height, weight in a health unit; address in a neighborhood unit.	1
21. Additional materials that can be used:	11
a. mirror	3
b. camera	2
c. slides	2
d. tape recorder	2
e. filmstrip	1
f. Peabody Language Kit	1

XII. SUMMARY AND CONCLUSIONS

It should be noted that the current conclusions are those of the evaluation staff and are presented mainly for the purpose of clarifying the data. The revision of the Curriculum should be based upon a careful reading of the tabular data. If further clarification of some points becomes necessary, the raw data as recorded on the Teachers' Evaluation Sheets may be used as an appendix to this report. Since the main purpose of this evaluation is to provide the Curriculum developers with a frame of reference for the revision of the Phase, greater attention has been given to the negative comments.

The general impression one receives from reading the teachers' evaluations indicates that the reaction to Phase A was highly favorable. A great majority of the teachers commented on the usefulness of a specially-designed, well-organized and manageable Curriculum for educable mentally retarded children. Social learning is an indispensible necessity, and the need for a usable social learning curriculum is a common feeling among teachers of EMR children. These impressions are reinforced by the tabular data.

A. TEACHERS' OVERALL EVALUATION

The Overall Evaluation provides an indication of how teachers felt about the Phase as a whole. As such, it furnishes a frame of reference for the analysis of specific sections. In addition, the relatively large number of responses in the Overall Evaluation provides the most reliable starting point for the analysis.

1. Looking at the Phase as a whole, the teachers' responses were overwhelmingly favorable. When asked to give their overall reaction to the Phase, teachers reported that the Curriculum was "useful," "well organized," "a good source of ideas which also allowed for creativity on the part of teachers;" that "the variety of material was very good;" and that "the underlying concepts

and objectives were excellent." In response to specific questions, the great majority of teachers considered the format to be workable-to-excellent and thought the booklet easy to manage and clearly stated. When teachers were asked what they liked least about the booklet, the most frequent response was the instructional aids.

2. When teachers were asked to list the two strongest sections of the Phase, Name, Address, Telephone Number, Age and Body Cutouts were listed most frequently. When teachers were asked to list the two weakest sections in the booklet, Sex, Weight, Height, Size-to-Weight and -Height Relationships, Telephone Number and Address were listed most frequently in their respective order. The sections on which there is an overlap between the strong and weak listings probably need only minor revision or the inclusion of alternative activities, since the negative comments generally reflect the teachers' feelings about some particular aspect or subactivity within the section or the feeling of teachers from particular demographic areas, i.e., rural, etc. In other cases, when sections are listed as weak only, the teachers may be responding to the activity per se and major revision or reconsideration may be necessary. In interpreting these responses, however, one should keep in mind that the standard of comparison against which teachers judged sections as weak was the Phase as a whole. The teachers' favorable impression of the Phase (as seen in No. 1) probably set the standard of comparison quite high.

3. When teachers were asked for suggestions for improving the Curriculum, the most frequent responses indicated a need for more materials such as worksheets, stimulus materials, etc.; improved instructional aids; additional activities in non-academic areas such as music; and more consideration of the heterogeneous nature of classes.

B. EVALUATION OF SPECIFIC SECTIONS

In analyzing any specific section, one should keep in mind the large number of teachers who may not have commented on the section. The overwhelmingly favorable response in the teachers' overall reactions indicated that the absence of a comment in the various sections probably means that the teachers found the section at least adequate. Nevertheless, since the major concern of this report is the revision of the Phase, we have paid particular attention to the negative comments.

Explanatory and Introductory Sections

1. The introductory material was generally considered relevant and helpful. Although all the negative comments were relatively infrequent, one may wish to consider whether the limited verbal ability of the children was adequately considered.

2. The Scheme Outline was considered a comprehensive and necessary overview of the material. There was no general trend to the few negative comments.

3. Teachers' reactions to the Conceptual Expectations may reflect differences between the demographic constitution of their classes. While most of the comments indicated that the expectations were appropriate for primary EMR children, some teachers felt that the expectations and approach were not appropriate for physically handicapped children; and some teachers felt that it was not appropriate to teach physical differences because of race, low income, etc. Perhaps some special consideration should be given to these problems. It may be useful to present alternative approaches which can be used with particular types of classes. We feel certain, however, that teaching physical differences should not be avoided. These problems will constitute some of the most important social learning that these children will

face, and the best place for the children to learn to deal with these problems is probably in the classroom with the help of a teacher.

4. In the Behavioral Expectations, there was some feeling that certain areas, particularly those dealing with specific numbers, were inappropriate for this group. Although this feeling was not pervasive, the difficulty of using the arithmetical concepts with the younger EMR children was raised in other sections as well. It is probably not appropriate to avoid numerical concepts altogether, but some further consideration and explanation of their use may be helpful to some teachers.

5. The Assessment of Readiness Knowledge was generally considered necessary for teaching the Phase. However, there were mixed feelings about the Procedures. Some teachers felt that the Procedures were helpful, while others felt that they were difficult to utilize in class, perhaps because of the general low level of verbal ability or the difficulty many teachers experienced in using the charts.

6. Many teachers thought the charts were useful, but there were problems concerning the rating system. Teachers had trouble relating the categories given in the key to the questions on the chart. Perhaps a simpler rating system should be used (such as "always," "sometimes" and "never") and more attention given to defining the response categories. (Children may be able to respond under some circumstances but not in others.) Comments on the charts also included a number of additional questions and observations which might be included.

7. Teachers' reactions to the General Teaching Principles and Strategies were mixed. Many teachers felt that the summary of theories and techniques was relevant and important. Other teachers, however, felt that it was redundant, since these principles had been explained as part of their teacher training.

Teaching Procedures

1. The Purpose utilizing body cutouts was listed in the Overall Evaluation as one of the strongest sections. Many teachers felt that the activity was stimulating and motivated the children. There were many negative comments, however, dealing with the difficulty children had in cutting and drawing the outline and with insufficient room to display the outline. Perhaps some alternative activity such as silhouettes, snapshots or drawings might be suggested for children who do not have the requisite motor skills of cutting and drawing. Problems concerning the amount of room necessary to display the cutouts may be solved by putting the cutouts on coat hangers and storing them in the closet when they are not in use.

2. Reactions to the Personal Information Booklet were also varied. Many teachers commented that the booklet was appropriate and that children enjoyed working on it and took a great deal of pride in it. Other teachers, however, commented that the booklet was boring to the older children and too difficult for the younger children who experienced problems writing or tracing.

3. Differentiating Abstraction 1: Names Differentiate by Helping to Identify was chosen as one of the two strongest sections more frequently than any other section (see Overall Evaluation). It might be particularly instructive, therefore, to note that what teachers seemed to like best about this section was the role-playing technique. One teacher suggested an extension of the role-playing technique to a guessing game called "Who Am I?" in which the teacher describes a child and the class has to guess who it is. Despite the large favorable response received by this differentiation, there were some negative comments. The activities for the parts of the name (first, middle and last) were considered appropriate by a number of teachers; however, even a greater number of teachers commented that the numerical concept of position was too difficult,

confusing or otherwise inappropriate for this age group. Some teachers suggested teaching the right-left concept in this context or writing the different names on different colored cards, such as red, yellow and green corresponding to the colors on a traffic light.

4. Differentiating Abstraction 2: Sex Designation Aids in Differentiating Self from Others Categorically was most frequently mentioned as one of the two weakest sections of the Phase. First, teachers found that children were already aware of sex differences. Second, some names are appropriate for either sex. Third, the distinction made in the Phase between the activities engaged in by boys and by girls did not hold. Girls played softball, went fishing, etc. It was suggested that the distinction between men and women and their role in the family may be a more useful method of differentiating sex role. This suggestion, however, puts off the differentiation to a later time in the child's life. Another suggestion for dealing with sex-role differentiation listed activities for boys and for girls into the categories of "usually," "sometimes" and "never." For example, playing with dolls is a "never" activity for boys and a "usually" activity for girls. The section may need additional thought as to how sex differences and activities may be stressed among the children. Teachers also commented that the stimulus material was outdated. Some teachers suggested looking through magazines for pictures of men and women and pasting them in the Personal Information Booklet.

5. Differentiating Abstraction 3: Age Differentiates Self from Others Chronologically was listed as one of the strongest sections in the Overall Evaluation. Comments on the section indicate a very positive response to teaching the days, months and years. It may be useful to move this activity, presently presented only in Teacher Information, to Teacher Actions. The comparison of children's ages also received favorable comments. In response to teaching the student's birth date, however, some teachers reported that children had difficulty

remembering the date. Some elaboration of this section may be necessary, such as relating the birth date to seasonal events. It might also be helpful to use the issue of birth date to teach the use of mnemonic devices as an aid to memory in general. One might also ask whether memorizing one's birth date has any intrinsic value to the differentiation of self and whether this particular activity might be dropped.

6. Differentiating Abstraction 4: Size Differentiates Self from Others Spatially was listed as one of the weakest sections of the booklet. Teachers commented that the age-height and age-weight relationships did not hold up in their classes and tended to confuse the children. They also criticized these activities for making small, older children and heavier children feel self-conscious. There were additional comments indicating that the children had difficulty with the number concepts involved. It may be profitable to revise these sections and teach the age-height and age-weight relationships in terms of the various grade levels or in terms of the family. Teachers also suggested various books which may be utilized to teach the size- and weight-to-age comparisons.

7. Differentiating Abstraction 5: Address Differentiates Self from Others Geographically was the second most frequent choice among teachers as one of the two weakest sections. The reason for this disparity in the teachers' opinions may lie in the demographic constitution of their classes. Many teachers found the story stimulating for the class, whereas other teachers noted that the story, as well as other aspects of this abstraction, was not appropriate for rural children who often do not have street names and numbers in their addresses. In addition to stories, it may also be helpful to have children role-play what they would do if they were lost and allow the teacher to introduce the concepts needed by the children to find their way home.

8. Differentiating Abstraction 6: Telephone Number Differentiates Self from Others for Communication Purposes was listed as one of the two strongest sections and as one of the two weakest sections on the Overall Evaluation. Teachers found that the materials were excellent and that the role-playing activities were stimulating. There were four problems, however, which account for most of the negative comments. First, it was felt that the problem of children who do not have telephones was not adequately dealt with. Second, some parents do not want their telephone numbers given out. Third, some children could not dial the number on the telephone. Last, some children cannot remember their telephone numbers.

C. GENERALIZATIONS

The data from Phase A yields some generalizations which may be helpful in revising the Phase, as well as in preparing future phases.

1. Role-playing techniques were very stimulating for children in this age group. The more realistic the situation was made, the more stimulating the activity became, e.g., the materials for the activity with telephones.

2. Well-differentiated motor movements such as writing, tracing, cutting and dialing were particularly difficult for some children. Some alternative activities which would aid in acquiring these skills, and at the same time pertain to the Phase, might be included as alternative activities for these children. The same approach might be taken concerning number concepts.

3. Memory becomes a factor in activities such as learning one's middle name, birth date and telephone number. Some children seem to have particular problems in memorizing material and need additional reinforcing activities.

4. The stress upon verbally-oriented activities was noted by relatively few teachers but may constitute an important criticism of the Phase. Retarded children seem to be particularly poor at learning verbal mediators and using

them to modify their behavior. Thus, more non-verbal activities like the body cutouts may be warranted.

5. Some teachers commented that, whereas the Phase was aimed at a homogeneous group of children, their classes were relatively heterogeneous. These teachers indicated that it would be helpful to them if the Center considered this problem. Additional techniques for coping with heterogeneous classes would probably be useful for these teachers in other areas as well as in teaching the Social Learning Curriculum, since the same problem would occur regardless of the subject matter of the lesson.

6. Several teachers from rural and apparently low-income areas raised problems concerning various activities. This may be an indication that the Curriculum is being aimed mostly toward urban and suburban middle-class students. It may be necessary to present alternative activities in some sections in order to deal effectively with the wide variety of areas in which the Curriculum must serve.

7. A number of teachers criticized the age-height, age-weight, middle-name and telephone sections for making some children self-conscious. A few teachers felt that teaching physical differences was in itself inappropriate because it hurt the feelings of some children. Certainly, the children's feelings should be considered in the construction of the Curriculum. It would be a grave error, however, to avoid issues which might create problems for certain children. These are perhaps the most important areas with which a social learning program can deal and the areas which can be the most constructive for the children involved. Issues avoided in the classroom are likely to come out in the playground or elsewhere. It will be of considerable benefit to the children to have these issues brought out and discussed or even acted out in the classroom, where a child can learn to understand and deal with them under the guidance of the teacher.

The inclusion of additional instructions or activities to help the teacher meet this challenge would be an important addition to the Curriculum.